

North Dakota Teacher Evaluation Template

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Introduction to the North Dakota Teacher Evaluation Template

Teachers are the most important element in a child's academic success. Processes for evaluating teacher performance in K-12 education have received significant attention in recent years, with policymakers and practitioners focusing efforts on improving teaching and learning through an inter-connected system of evaluation and support. The North Dakota Department of Public Instruction (NDDPI) created the document, titled the *North Dakota Teacher Evaluation Guidelines* (hereafter, *Teacher Guidelines*), to guide districts in developing teacher evaluation systems that support teachers' professional growth so that they are better able to fulfill this critical role. The *Teacher Guidelines* present overall guidance to local school districts regarding the state's adoption of a teacher performance evaluation system. As explained in the *Teacher Guidelines*, districts may adopt a commercially available teacher evaluation model, adapt an existing model, or create their own model. Regardless of their approach to selecting a model, districts must submit their proposed model to NDDPI for approval before implementation, completing the online application process described in the *Teacher Guidelines*. To be approved, a model must meet the criteria outlined in the *Teacher Guidelines*. This document, the *North Dakota Teacher Evaluation Template* (hereafter, *Teacher Template*) is available to school districts as one of the approved options that meets those criteria.

Use of the *Teacher Template* is voluntary – districts may use it as they see fit to guide selection or development of their teacher evaluation model. This template has been designed to offer a simple, straightforward method of establishing a teacher evaluation system that is fully aligned to the state's professional standards and implementation requirements. It incorporates all critical elements of a high quality teacher evaluation system into a district's evaluation practices and has been approved by the NDDPI as constituting a valid and reliable model for teacher evaluation. As with other approved models, school districts that adopt the *Teacher Template* will experience a streamlined application process.

The sections that follow explain the purpose of the *Teacher Template* and its components, including the professional standards against which teacher performance is measured, the levels used to describe teacher performance, the measures used to determine teacher performance, and the method for recording and compiling performance. Each section includes one or more "In Practice" sidebars that provide information about different ways districts might address the component.

Purpose of the North Dakota Teacher Evaluation Template

This *Teacher Template* describes information important for the adoption and implementation of a district-level teacher evaluation system. The *Teacher Template* responds to Sections I-V of the *Teacher Guidelines* and is one way that districts can participate in North Dakota's statewide system for teacher evaluation, since that system is based on local choice and flexibility. The *Teacher Template* incorporates the following:

- teacher professional standards that provide the essential criteria for teacher professional performance;
- a teacher evaluation model that is aligned to the state's teacher professional standards;
- differentiated levels that define teacher professional performance;
- descriptions of administrative practices, coupled with state professional development support to efficiently run a district-level evaluation system; and
- the basis to examine the performance of a district's evaluation system over the longer-term.

This *Template* is designed to address teacher evaluation, where “teacher” refers to those who hold a teacher license and work primarily with children in classrooms. Districts may decide how their teacher evaluation system applies to positions such as counselors, library/media specialists, school psychologists, and education technology directors or develop separate evaluation systems for those positions.

The provisions of the statewide teacher evaluation system become effective when local school districts begin to plan and develop their teacher evaluation process. A proposed schedule is shown in Appendix A. Appendix E to these guidelines lists some of the salient documents that were used by the Principal and Teacher Evaluation Systems Support (PTESS) committee in the development of the *Teacher Guideline’s* provisions. The PTESS committee sought to incorporate meaningful, evidence-based practices into the design and flexibility of these guidelines and the state’s overall approach to teacher performance evaluation. As the state matures in the implementation of its emerging statewide teacher evaluation system, characterized by local evaluation models, the NDDPI will reference appropriately reviewed research and the experience of local school districts to guide future program improvements.

A district’s teacher evaluation system should foster continual improvement of instruction and student growth. To accomplish this purpose, the district evaluation system described in the *Teacher Template* does the following:

- Meaningfully differentiates performance using four performance levels.
- Uses multiple valid measures, including student growth data, in determining teacher performance levels. Consideration will be given to tested and non-tested subjects and grades.
- Uses measures of professional practice, which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys.
- Evaluates teacher performance on a regular basis.
- Provides clear, timely, and useful feedback, including feedback that identifies needs and guides professional development.
- Uses results to inform the continual improvement of a teacher’s overall performance and personnel decisions, if applicable.

The *Teacher Template* describes a model for teacher evaluation that incorporates these critical elements of a teacher evaluation system. When implemented with fidelity (i.e., in accordance with the district’s defined administrative practices for the teacher evaluation system), the *Teacher Template* will provide a method to conduct individual teacher evaluations that are meaningfully related to the improvement of instruction and to the growth of each student. It is designed to improve the quality, uniformity, validity, and reliability of teacher evaluation.

The Foundation of a Statewide Teacher Evaluation System: Uniform Teacher Professional Standards

In April 2011, the Interstate Teacher Assessment and Support Consortium (InTASC), updated and released the national InTASC Model Core Teaching Standards. These standards articulated the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. In effect, these InTASC standards define what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce. These standards present

the broad scope and competencies that define the teaching profession and, as such, constitute an appropriate foundation for the conduct and evaluation of teaching.

The NDDPI has adopted the InTASC Model Core Teaching Standards as the operative standards upon which the statewide teacher performance evaluation system is to be based. The adoption of these InTASC standards is effective with the approval of the *Teacher Guidelines*. The evaluation system described in this *Teacher Template* incorporates these standards upon which all teachers should be evaluated, regardless of their schools' grade or service configuration.

The InTASC standards identify ten professional teaching standards that are grouped among four general categories: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility.

The Learner and Learning

1. **Standard 1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. **Standard 2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **Standard 3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

4. **Standard 4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. **Standard 5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

6. **Standard 6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

In Practice

All of the professional standards must be included in the teacher evaluation system when the system is fully implemented. Districts may roll out use of the standards in phases. For example, in the first year of implementation, districts may gather evidence and hold teachers accountable for standards 1, 2, 3, 4 and 5. In the second year of implementation, teachers would also be held accountable for standards 7, 8 and 9. By the third year, teachers also provide evidence for standards 6 and 10. In addition, districts may decide to place more emphasis on some standards than on others. This might mean, for example, that teachers would be required to provide different amounts of evidence for different standards.

7. **Standard 7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Standard 8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

9. **Standard 9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Standard 10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

These four general categories and their constituent standards provide a schema for the valid evaluation of any teacher's core competencies and the reliable means of recording and compiling overall teacher performance. For more information on the InTASC standards, please see,

[http://www.ccsso.org/Resouces/Program/Interstate Teacher Assessment Consortium \(InTasc\).html](http://www.ccsso.org/Resouces/Program/Interstate_Teacher_Assessment_Consortium_(InTasc).html)

It is the expressed position of the State Superintendent, in concert with the PTESS committee, that the:

- InTASC standards present foundational professional principles upon which student growth and achievement are grounded. Each of the ten standards supports the advancement of instructional practice competencies that result in meaningful student growth and academic achievement.
- Continuous improvement focus embedded in these standards provides assurances that teacher evaluations using these standards will lead to high-quality instruction, community engagement, and student growth and achievement as measures for all teachers.
- Comparability is achieved by basing evaluation of all teachers on a common, rigorous, academically-centered set of professional teaching standards, i.e., the InTASC standards. As an additional measure of increased reliability, the *Teacher Template* includes various multiple measures in the consideration of a teacher's effectiveness, including consideration of the state's standardized assessments and other objective measures, where appropriate by grade or service organization.

The professional standards (hereafter, the Standards) that undergird the *Teacher Template* for teacher evaluation are fully aligned with the InTASC standards as required by the *Teacher Guidelines*. The *Teacher Template* measures teacher performance against the ten standards and their associated indicators, which are included in the rubrics provided in Appendix A. The Standards, by design and through practice, provide assurance that teachers will teach students to the highest academic content and achievement expectations. The Standards in the *Teacher Template* articulate and foster sound professional practices aligned to the InTASC standards. Each Standard supports the advancement of teaching competencies that are likely to result in meaningful student growth and academic achievement.

Student Achievement Growth Indicator

The *Teacher Template* reports out on all 10 InTASC standards and a Student Achievement Growth Indicator that includes the elements of data literacy, instructional improvement, and student growth. Refer to Appendix A for a complete listing of the Standards and indicators used in the *Teacher Template*.

Levels for Defining Teacher Performance

The *Teacher Guidelines* require that teacher evaluation systems use at least four levels to differentiate teacher performance. The *Teacher Template* uses the four performance levels described in the *Teacher Guidelines*.

Level 1, Non-Proficient

Individual teacher performance that does not meet the level of performance specified within a standard or general category is marked by underperformance or a lack of core competency, has minimally contributed to student growth or closing achievement gaps, and/or requires intensive support to ensure professional growth.

Level 2, Developing Proficiency

Individual teacher performance that evidences an emerging level of performance specified within a standard or general category, is marked by irregular yet promising demonstration of core competency, and/or has demonstrated limited contributions to student growth or closing achievement gaps.

Level 3, Proficient

Individual teacher performance demonstrates consistent competence or proficiency within a standard or general category and/or has contributed to measurable student growth or closing achievement gaps.

Level 4, Exemplary

Individual teacher performance that exemplifies commendable or superlative effort, is marked by creativity and unique contributions to the profession, and/or has contributed to significant student growth or closing achievement gaps.

In Practice

Districts must explain how they will meaningfully incorporate student achievement and growth in evaluating teacher performance. They should gather evidence about teacher performance in terms of the following indicators: data literacy, instructional improvement, and student growth. Districts may develop additional indicators to show their commitment to student achievement gains.

Evaluation Measures

The *Teacher Guidelines* require that teacher evaluation systems incorporate multiple valid measures that are clearly related to increasing the teaching competencies expressed by the Standards that are the basis of the evaluation system. The *Teacher Template* includes measures that address student academic achievement and professional practice.

1. *Student growth and achievement.* Student growth and achievement measures incorporate performance reports from established standardized assessments within subjects and grades where such assessments are conducted, and incorporate appropriate other non-standardized assessments in other non-tested subjects and grades as follows:
 - a. North Dakota State Assessment (required but not more important than other measures)
 - b. School graduation rates (high schools only)
 - c. School attendance rate
 - d. School ACT or SAT achievement data (high schools only)
 - e. School Advanced Placement exams achievement and participation data (high schools only)
 - f. District/school interim assessment achievement data (e.g., NWEA)
 - g. District benchmark assessment data
 - h. School classroom or curriculum-based assessment data
 - i. Other student growth and achievement measures (e.g., student learning objectives) determined by the school

Student growth and achievement information is incorporated in the teacher evaluation system through the inclusion of Standard 11. Teachers must provide evidence (e.g., portfolio, analysis of the student assessment data listed in “1.” above) that they address the components of that Standard which include student achievement data literacy, data-driven instruction, instructional improvement, and student growth (see Appendix A). Taken together, these components require teachers to demonstrate that they know how to collect, analyze, interpret, and use a variety of student achievement and other data to improve student growth and student achievement.

2. *Supervisory observation.* Supervisory observation includes a variety of measures that provide evidence of the teacher’s professional practice and ability to establish a positive classroom environment that supports student learning. These measures could include the following:
 - a. Classroom observation by a designated school leader, including but not limited to the principal, another school administrator, a mentor teacher, and/or a peer
 - b. Teacher portfolios or other artifacts of teacher practice
 - c. Student, parent, teacher, or community perception surveys
 - d. Self-assessment instruments
 - e. Advanced coursework in content area or pedagogy
 - f. Teacher goal-setting
 - g. School improvement plan
 - h. Analysis of student, class, school, and district student achievement data
 - i. Videos
 - j. Focused collaborative discussions
 - k. Peer feedback or assessment

Recording and Compiling Summary Performance

A high quality teacher evaluation system allows a supervisor to apply a common measure across various criteria and to record these measures in a succinct, accessible manner for all teachers, regardless of school organization, grade and subject taught. The *Teacher Template* specifies four performance levels to record teacher performance against the Standards. Appendix A presents the four-level rubric against which a teacher's performance might be determined in terms of each of the Standards. The rubrics guide the user through the various performance levels that reflect a continuum of adherence to the indicators associated with each Standard. These rubrics help the user interpret the Standards in a manner that is both respectful to the performance of the teacher and the level of performance implied within the Standards. As such, the *Teacher Template's* rubrics are the primary reference definitions that ensure a valid and reliable evaluation.

Performance for Standards. Appendix B presents a set of forms (one for each Standard) that is used to guide the review and interview aspects of the evaluation process and to record actual performance determinations for each of the Standards. Evaluators assign a performance level to each of the indicators associated with the Standard, using various sources of evidence. Each indicator is weighted equally in arriving at an overall performance determination for the Standard.

Summary Performance Report. The *Teacher Template* **summary performance report form** (Figure 1) is the recording tool used during the evaluation process. The summary performance report form lists each of the Standards, emphasizing that the Standards are front and center within the evaluation process and are the reference for all discussions regarding performance criteria. The summary performance report form guides the evaluator through each of the Standards, organizes and tabulates the determinations for each Standard, and aggregates all final determinations and supporting comments. Thus, it provides a way for an evaluator to discern both an aggregated and detailed assessment of a teacher's overall performance. The summary performance report form also offers ready reference to any outside organization that would review the administration of the evaluation effort.

The school district has several options for preparing the summary performance report. The option provided in Figure 1 reports the performance determination for each Standard, without combining those determinations into a single score. The *Teacher Template* can also be used to compile the performance level determinations for the eleven Standards into a single score (see Appendix D for various options), assigning each indicator a weight.¹ The *Teacher Template* uses a four-point scale (i.e., 1, 2, 3, or 4) when calculating a single score for a teacher's summary performance report.²

In Practice

Districts may decide to use a paper-based or an electronic spreadsheet format for their summary performance report to suit local administrative preferences.

¹ Districts may selectively weight the importance or emphasis of any of the Standards when reaching a single determination. This template offers school districts complete latitude to place greater importance on some Standards versus others, based on local program goals. Weighted targets are entered into the compilation form for use in final tabulations. The NDDPI encourages local school districts to use the electronic spreadsheet version of the weighted compilation form to simplify and ensure the accuracy of the tabulation process.

² Districts may use level descriptors (i.e., Non-Proficient, Developing Proficiency, Proficient, or Exemplary) when recording a teacher's final determination. Districts may also use a scale that includes values set at the tenths decimal level (e.g., 3.5). No determination score may exceed 4.0 in value.

Summary Performance Report	Performance Level
Standard 1: Learner Development	
Standard 2: Learning Differences	
Standard 3: Learning Environments	
Standard 4: Content Knowledge	
Standard 5: Application of Content	
Standard 6: Assessment	
Standard 7: Planning for Instruction	
Standard 8: Instructional Strategies	
Standard 9: Professional Learning and Ethical Practice	
Standard 10: Leadership and Collaboration	
Standard 11: Student Achievement Growth Indicator	
Evidence:	
Comments:	

Figure 1: Summary Report Form

A primary aim of any teacher evaluation system is to advance continual improvement of instructional competencies that will result in high-quality instruction and improved student outcomes. With its focused attention to the Standards, the *Teacher Template* provides teachers with an evaluation of their performance that can direct efforts to develop and monitor an appropriate improvement plan³ that balances consideration of the various instructional skills of a teacher.

The *Teacher Template* provides a means for reliably recording and compiling teacher evaluation determinations for internal quality assurance tracking and external compliance monitoring within the local district. It offers a balanced assessment of a teacher's performance, which provides a common reference point for supervisors to discern a teacher's overall successes and any areas that might require improvement.

Evaluation Management, Training, and Stakeholder Involvement

Districts are responsible for managing the implementation of their teacher evaluation model; providing appropriate training on the purpose and process of the evaluation system; and engaging various stakeholders in the development, implementation, and evaluation of the overall evaluation model. The *Teacher Template* does not address these aspects of the evaluation system. Districts should convene the appropriate stakeholders to determine the administrative practices that are appropriate for their teacher evaluation system. Districts are encouraged to contact NDDPI if they need assistance with any aspect of developing their teacher evaluation system.

³ The design and use of local professional improvement plans for teachers is a decision for local school districts and lies outside the *Teacher Template's* purpose. The NDDPI encourages local school districts to carefully consider the purpose of a quality teacher evaluation system based on the Standards and provide improvement supports to all teachers as part of the evaluation experience.

Appendix A:

District Teacher Evaluation Template Performance Determination Rubrics

Standard #1: Learner Development <i>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually and within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</i>				
Indicator	Exemplary	Proficient	Developing Proficiency	Non-Proficient
a. The teacher creates developmentally appropriate and challenging learning experiences based on each student's strengths, interests, and needs.	The teacher uses data from multiple measures to create appropriate and challenging learning experiences based on identified individual learning needs.	The teacher creates developmentally appropriate and challenging learning experiences based on student needs.	The teacher creates whole-class learning experiences.	The teacher does not create developmentally appropriate and challenging learning experiences based on each student's strengths, interests, and needs.
b. The teacher collaborates with families, colleagues, and other professionals to promote student growth and development.	The teacher takes initiative to engage families and colleagues in supporting each student's individual growth and development.	The teacher collaborates with families and colleagues to support learner growth and development.	The teacher interacts with families and colleagues related to student growth and development.	The teacher does not collaborate with families, colleagues, and other professionals to promote student growth and development.

Standard #2: Learning Differences <i>The teacher uses understandings of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i>				
Indicator	Exemplary	Proficient	Developing Proficiency	Non-Proficient
a. The teacher understands individual learner differences and holds high expectations of students.	The teacher develops and maintains a positive and nurturing learning environment that values the contributions of students with all backgrounds and abilities.	The teacher ensures inclusive learning environments that allow each student to reach learning goals with high expectations.	The teacher understands that students differ and holds generally high expectations for students.	The teacher does not understand individual learner differences and does not hold high expectations of students.
b. The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.	The teacher uses learner differences as an asset in designing effective instruction for all students. The teacher scaffolds support for diverse learners in the classroom and matches resources and strategies to individual student needs.	The teacher designs, adapts, and delivers instruction to honor individual differences and learning strengths and needs. The teacher evaluates and selects materials and lessons that counteract stereotypes and uses culturally responsive instruction.	The teacher identifies diverse learning strengths and needs. The teacher uses teaching materials that represent diverse cultures and learner differences.	The teacher does not design, adapt, and deliver instruction to address each student's diverse learning strengths and needs.
c. The teacher allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.	The teacher guides students to demonstrate learning based on their understanding of their own individual learning characteristics.	The teacher allows multiple ways for students to demonstrate learning sensitive to student experiences and diversity.	The teacher provides few methods for students to demonstrate learning.	The teacher does not allow students different ways to demonstrate learning sensitive to multiple experiences and diversity.
d. The teacher creates a learning culture that encourages individual learners to persevere and advance.	The teacher creates a learning culture which allows all students to thrive, persevere and excel.	The teacher creates a learning culture in which learners are comfortable and feel challenged	The teacher creates a learning culture in which students feel safe.	The teacher does not create a learning culture that encourages individual learners to persevere and advance.
e. The teacher incorporates tools of language	The teacher incorporates knowledge of	The teacher incorporates tools of language	The teacher uses available program materials for	The teacher does not incorporate tools of language

development into planning and instruction for English language learners and supports development of English proficiency.	English language development and English learners' strengths and assessed needs into English language and content instruction. The teacher engages English learners in assessment of their progress in English language development and in meeting content standards.	development into planning and instruction, including strategies for development of English proficiency. The teacher uses strategies, visuals, and modeling to augment auditory directions and adapts instruction accordingly.	English language instruction.	development into planning and instruction for English language learners and support development of English proficiency.
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Standard #3: Learning Environments <i>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</i>				
Indicator	Exemplary	Proficient	Developing Proficiency	Non-Proficient
a. The teacher develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.	The teacher collaborates with students in establishing and reflecting on classroom procedures to improve the learning environment, and reflecting on their own learning.	The teacher establishes and maintains routines, expectations, and procedures that support student learning and encourage self-directed learning	The teacher implements a daily schedule.	The teacher does not develop learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.
b. The teacher collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.	The teacher models positive learning interactions and guides students to refine interactions consistently through self-reflection. The teacher supports students to create and manage learning teams to meet learning goals.	The teacher collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. The teacher organizes student-learning teams for developing cooperation, collaboration, and student leadership.	The teacher promotes a positive and respectful learning climate. The teacher provides opportunities for students to work in teams.	The teacher does not collaborate with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.

c. The teacher uses a variety of classroom management strategies to maintain a positive learning environment.	The teacher collects and analyzes classroom-based data and makes modifications to facilitate a positive learning environment. The teacher encourages learners' involvement in maintaining and monitoring their own contributions to a positive learning environment.	The teacher uses research-based strategies to reinforce positive learning interactions. The teacher consistently responds to classroom disruptions in an appropriate and timely manner to maintain a positive learning environment.	The teacher uses a variety of classroom management strategies to maintain order.	The teacher does not use a variety of classroom management strategies to maintain a positive learning environment.
d. The teacher equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.	The teacher coordinates time, materials, and space to design various learning patterns and multiple learning activities. The teacher fosters each student's ability to manage his or her own learning time. The teacher selects engagement strategies that align with individual student learning patterns and goals.	The teacher maintains a functional and organized physical environment conducive to thought and interaction. The teacher manages schedules, pacing, and transitions to maximize learning time. The teacher proactively gains and maintains student attention through active participation.	The teacher organizes the physical environment and schedule.	The teacher does not equitably engage students in learning by organizing, allocating, and managing the resources of time, space, and attention.
e. The teacher extends the learning environment using technology, media, and local and global resources.	The teacher actively and consistently incorporates technology, media, and global and local sources.	The teacher incorporates a variety of technology tools and media in the learning environment.	The teacher knows and applies basic technology skills.	The teacher does not extend the learning environment using technology, media, and local and global resources.

f.	The teacher encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.	The teacher models and provides opportunities for students to transfer learning skills and content knowledge to real-world and work place contexts.	The teacher provides a classroom supporting the acquisition of learning skills, and incorporates authentic real-world experiences.	The teacher links skills learned in school to real-world contexts.	The teacher does not encourage students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.
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Standard #4: Content Knowledge <i>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</i>				
Indicator	Exemplary	Proficient	Developing Proficiency	Non-Proficient
a. The teacher knows the content of the discipline and conveys accurate information and concepts.	The teacher pursues opportunities to learn new developments in the discipline and continually deepens content knowledge.	The teacher knows the content of the discipline(s) taught and conveys accurate information.	The teacher knows the content of assigned teaching discipline.	The teacher does not know the content of the discipline and conveys inaccurate information and concepts.
b. The teacher demonstrates an awareness of the district curriculum content standards and references them in short- and long-term planning.	The teacher continually updates knowledge in the discipline(s) taught and connects concepts across disciplines and district curriculum standards to support student understanding.	The teacher bases instruction on approved content standards and current research to create rigorous and relevant learning activities in both long and short-term planning.	The teacher references the district curriculum content standards in the preparation of lesson plans.	The teacher does not demonstrate an awareness of the district curriculum content standards and reference them in short- and long-term planning.
c. The teacher engages students in applying methods of inquiry and standards of evidence of the discipline.	The teacher develops opportunities for self-directed student inquiry and problem-solving across multiple disciplines.	The teacher teaches methods of inquiry, problem-solving, and critical thinking consistent with the standards of evidence in the academic discipline.	The teacher understands the methods and standards of evidence used in a specific academic discipline, but do not engage students in applying the methods and standards.	The teacher does not engage students in applying methods of inquiry and standards of evidence of the discipline.
d. The teacher uses multiple representations of concepts that capture key ideas.	The teacher regularly adapts various methods and materials to convey key ideas of the discipline.	The teacher uses multiple representations and explanations to convey concepts of the discipline.	The teacher use limited representations of key concepts of the discipline.	The teacher does not use multiple representations of concepts that capture key ideas.

e. The teacher supports students in learning and using academic language accurately and meaningfully.	The teacher expects students to use academic language accurately and meaningfully.	The teacher provides instruction in academic vocabulary to enhance learning.	The teacher uses the vocabulary of the discipline.	The teacher does not support students in learning and using academic language accurately and meaningfully.
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Standard #5: Application of Content <i>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</i>				
Indicator	Exemplary	Proficient	Developing Proficiency	Non-Proficient
a. The teacher helps learners see relationships across disciplines by making connections between different content areas.	The teacher provides learners with opportunities to address local and global problems requiring application of skills and content across content areas.	The teacher provides learners with interdisciplinary learning opportunities.	The teacher highlights relationships between content across content areas.	The teacher does not help learners see relationships across disciplines by making connections between different content areas.
b. The teacher engages learners in applying content knowledge and skills in authentic contexts.	The teacher creates opportunities for learners to use content area skills to address local and global problems and issues.	The teacher creates opportunities for learners to use content area skills in a variety of learning situations.	The teacher teaches content area skills.	The teacher does not engage learners in applying content knowledge and skills in authentic contexts.
c. The teacher engages learners in identifying and addressing real world problems.	The teacher integrates the solving of real-world problems into all aspects of the curriculum.	The teacher creates opportunities for learners to identify and analyze and develop solutions for real world problems.	The teacher provides learners with the opportunity to learn about real world problems.	The teacher does not engage learners in identifying and addressing real world problems.

d. The teacher connects learners to local and global resources to gather information about and solve real world problems.	The teacher creates opportunities for students to use a wide variety of resources, including local and global to solve real world problems.	The teacher engages students in locating local and global resources and using them to gather information about real world problems.	The teacher connects learners with local and global resources to use to gather information about real world problems.	The teacher does not connect learners to local and global resources to gather information about and solve real world problems.
e. The teacher engages learners in learning and applying the critical thinking skills used in the content area.	The teacher creates opportunities for student to apply critical thinking skills to address local and global issues.	The teacher provides learners with the opportunity to use critical thinking skills in an authentic learning context.	The teacher incorporates the learning of critical thinking skills into classroom activities.	The teacher does not engage learners in learning and applying the critical thinking skills used in the content area.
f. The teacher guides learners in gathering, organizing and evaluating information and ideas from digital and other resources and from different perspectives.	The teacher creates opportunities for learners to gather, organize and evaluate information and ideas from digital and other resources and from different perspectives in order to develop solutions to local and global issues.	The teacher provides a variety of opportunities for learners to organize and evaluate information and ideas from digital and other resources and from different perspectives.	The teacher instructs learners in gathering, organizing and evaluating information and ideas from digital and other resources and from different perspectives.	The teacher does not guide learners in gathering, organizing and evaluating information and ideas from digital and other resources and from different perspectives.
g. The teacher engages learners in developing communication skills that support learning in the content area.	The teacher provides a variety of opportunities for learners to independently and collaboratively apply communication skills in gathering and analyzing and in preparing and delivering oral and/or written presentations of their work.	The teacher provides opportunities for learners to tailor communication for different audiences and purposes.	The teacher teaches content appropriate writing and communication skills.	The teacher does not engage learners in developing literacy and communication skills that support learning in the content area.

Standard #6: Assessment <i>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.</i>				
Indicator	Exemplary	Proficient	Developing Proficiency	Non-Proficient
a. The teacher designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.	The teacher selects and integrates varied assessment types and involves learners in demonstrating knowledge and skills.	The teacher designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives.	The teacher selects assessments to match learning objectives.	The teacher does not design or select pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.
b. The teacher engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work.	<p>The teacher engages students in regularly producing quality work and supports students in self-assessment and goal setting.</p> <p>The teacher provides students with timely and descriptive feedback to guide their progress in producing quality work.</p>	<p>The teacher engages students in understanding and identifying the elements of quality work.</p> <p>The teacher provides students with descriptive feedback to guide their progress in producing quality work.</p>	<p>The teacher encourages students to do quality work.</p> <p>The teacher provides feedback on student work but the feedback does not provide enough detail to guide students in producing quality work.</p>	The teacher does not engage students in understanding and identifying the elements of quality work and provide them with timely and descriptive feedback to guide their progress in producing that work.

c. The teacher adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.	The teacher modifies assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.	The teacher adjusts assessment methods to meet various student-learning needs.	The teacher makes limited modifications to assessments.	The teacher does not adjust assessment methods and make appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.
d. The teacher uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.	The teacher uses formative and summative inputs to reflect on and make ongoing modifications in instruction that result in increased learner achievement.	The teacher uses multiple sources of data to gauge the effectiveness of instruction to make adjustments in planning and instruction.	The teacher uses limited sources of data to evaluate student learning as part of instruction.	The teacher does not use data to assess the effectiveness of instruction and to make adjustments in planning and instruction.
e. The teacher documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.	The teacher selects or designs a variety of effective formats to document and provide feedback on student progress.	The teacher documents student progress and provides feedback to students, parents, guardians, and other stakeholders in a variety of ways.	The teacher shares assessment feedback with students, parents/guardians at required reporting periods.	The teacher does not document student progress and provide descriptive feedback to students, parents, and other stakeholders in a variety of ways.
f. The teacher understands and practices appropriate and ethical assessment principles and procedures.	The teacher supports students in their understanding of ethical assessment principles and procedures and provides a learning environment to support students	The teacher understands and practices appropriate and ethical assessment principles and procedures.	The teacher knows appropriate assessment principles and procedures.	The teacher does not understand and practice appropriate and ethical assessment principles and procedures.

Standard #7: Planning for Instruction <i>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</i>				
Indicator	Exemplary	Proficient	Developing Proficiency	Non-Proficient
a. The teacher plans instruction based on the district curriculum content standards.	The teacher develops short- and long-term instructional plans, including a content-based scope and sequence based on approved standards.	The teacher systematically plans instruction based on approved standards.	The teacher uses the district curriculum content standards to inform learning activities.	The teacher does not plan instruction based on the district curriculum content standards.
b. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction.	The teacher individually and collaboratively creates learning experiences that are appropriate for reaching content standards, are relevant to learners, and based on principles of effective instruction.	The teacher individually and collaboratively adapts learning experiences based on content standards and learner needs.	The teacher selects learning activities based on content standards.	The teacher does not individually and collaboratively select and create learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction.
c. The teacher differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.	The teacher differentiates instruction for both individuals and groups by choosing appropriate strategies, accommodations, resources, sequencing, and demonstrations of learning.	The teacher differentiates instruction by choosing appropriate strategies to meet individual student needs.	The teacher uses various instructional methods and materials.	The teacher does not differentiate instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.

d. The teacher creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.	The teacher creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.	The teacher provides opportunities for students to use complex thinking skills in organizing and generating original work.	The teacher provides opportunities for students to create original work.	The teacher does not create opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.
e. The teacher integrates cross-disciplinary skills into instruction to engage learners purposefully in applying content knowledge.	The teacher integrates into instructional plans cross-disciplinary skills that purposefully engage learners in their applications of content knowledge.	The teacher introduces cross-disciplinary skills to support the understanding of content.	The teacher provides opportunities for students to use knowledge in various ways.	The teacher does not integrate cross-disciplinary skills into instruction to engage learners purposefully in applying content knowledge.

Standard #8: Instructional Strategies <i>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills that apply knowledge in meaningful ways.</i>				
Indicator	Exemplary	Proficient	Developing Proficiency	Non-Proficient
a. The teacher understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.	The teacher adapts a variety of pedagogical strategies to meet the assessed needs of individual students.	The teacher appropriately uses a variety of developmentally, culturally, and linguistically appropriate instructional strategies.	The teacher uses a limited number of instructional strategies.	The teacher does not understand and practice a range of developmentally, culturally, and linguistically appropriate instructional strategies.
b. The teacher uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individuals and groups of learners.	The teacher continuously checks for each student's understanding and draws from a wide range of strategies, resources, and roles to meet individual and group learning needs.	The teacher adapts instruction, uses a variety of appropriate resources, and varies his or her role appropriate to particular content and concepts.	The teacher uses various instructional formats but does not use them to adapt instruction.	The teacher does not use appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individuals and groups of learners.
c. The teacher analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.	The teacher analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.	The teacher analyzes student learning and responds to errors and misconceptions to refocus learning.	The teacher adjusts instruction based on student responses to redirect learning.	The teacher does not analyze student errors and misconceptions in order to redirect, focus, and deepen learning.
d. The teacher uses a variety of instructional strategies to support and expand each learner's communication skills.	The teacher encourages and supports students in learning and using multiple forms of communication to convey ideas.	The teacher uses a variety of strategies to support and expand each learner's communication skills.	The teacher provides opportunities for students to articulate thoughts and ideas.	The teacher does not use a variety of instructional strategies to support and expand each learner's communication skills.

e.	The teacher provides multiple opportunities for students to develop higher-order and meta-cognitive skills.	<p>The teacher guides students to think creatively and critically, and to apply thinking skills to support answers and solutions, test ideas, draw conclusions, make complex choices, and solve problems.</p> <p>The teacher consistently embeds opportunities for students to reflect on their learning.</p>	<p>The teacher provides multiple opportunities for students to remember, understand, analyze, evaluate, and create.</p> <p>The teacher uses questions to engage students in metacognitive thinking.</p>	The teacher provides opportunities for students to identify and use complex thinking skills.	The teacher does not provide multiple opportunities for students to develop higher-order and meta-cognitive skills.
f.	The teacher provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.	The teacher provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives in order to answer questions and solve real-world problems.	The teacher systematically includes a variety of perspectives and sources to stimulate student questioning and analysis, and increase their understanding.	The teacher uses various sources to inform instruction.	The teacher does not provide opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.
g.	The teacher supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.	The teacher uses technology to foster student engagement in higher-level content and skill development.	The teacher assesses and uses various technologies to support content and skill development.	The teacher uses technology to support instruction.	The teacher does not support content and skill development by using multiple media and technology resources and does not know how to evaluate these resources for quality, accuracy, and effectiveness.

h. The teacher uses a variety of questioning strategies to promote engagement and learning.	The teacher purposely selects questioning strategies aligned with learning goals.	The teacher uses a variety of questioning strategies to promote engagement and learning.	The teacher asks questions to assess student learning.	The teacher does not use a variety of questioning strategies to promote engagement and learning.
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Standard #9: Professional Learning and Ethical Practice <i>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professional, and the community), and adapts practice to meet the need of each learner.</i>				
Indicator	Exemplary	Proficient	Developing Proficiency	Non-Proficient
a. The teacher is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.	The teacher adheres to and upholds laws, rules, policies, and directives, and holds others accountable to do the same.	The teacher advocates for and models compliance with laws and rules governing ethical conduct of educators.	The teacher knows which laws, rules, policies, and directives guide legal, moral, and ethical conduct of educators and where to access them.	The teacher demonstrates minimal compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.
b. The teacher engages in meaningful and appropriate professional learning experiences aligned with his or her own needs and the needs of the learners, school and system.	The teacher engages and leads colleagues within the school and district in designing, advocating for and implementing professional learning experiences that address identified needs to improve practice.	The teacher engages in provided professional learning and seeks out opportunities for personal growth and learning. The teacher reflects on his/her own practice to identify needs for professional development.	The teacher engages in provided professional learning opportunities.	The teacher does not engage in meaningful and appropriate professional learning experiences aligned with his or her own needs and the needs of learner of the learners, school and system.

Standard #10: Leadership and Collaboration <i>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</i>				
Indicator	Exemplary	Proficient	Developing Proficiency	Non-Proficient
a. The teacher prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects the school and larger educational community.	<p>The teacher takes initiative to participate in developing and implementing policies and practices that improve instruction.</p> <p>The teacher collaborates with colleagues on school improvement issues.</p>	<p>The teacher establishes positive working relationships and participates in the school's decision-making processes as required.</p> <p>The teacher participates in developing and/or implementing the school improvement plan.</p>	The teacher knows school-wide policies and practices and displays awareness of the school improvement plan.	The teacher does not prepare for and participate actively as a team member in decision-making processes and building a shared culture that affects the school and larger educational community.
b. The teacher participates actively as part of the learning community, sharing responsibility for decision-making and accountability for each student's learning, and giving and receiving feedback.	The teacher assumes a leadership role within his or her area of assignment that includes a shared responsibility for student work, examinations of problems of practice, and the identification of improvement strategies.	The teacher actively participates with colleagues to support the goals of the learning community.	The teacher participates in the professional learning community as required.	The teacher does not participate actively as part of the learning community, sharing responsibility for decision-making and accountability for each students learning, and giving and receiving feedback.

c. The teacher advocates for the learners, the school, the community, and the profession.	<p>The teacher actively communicates the vision of college and career readiness to students.</p> <p>The teacher actively participates, promotes, and provides support for initiatives in the school and community to have an impact on student success.</p>	<p>The teacher advocates for all students to be prepared for high school graduation and future school and/or work success.</p> <p>The teacher seeks opportunities to make a positive impact on teaching quality, school improvement, and student achievement.</p>	The teacher advocates for practices that support student success.	The teacher does not advocate for the learners, the school, the community, and the profession.
d. The teacher works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.	The teacher implements, reflects on, and improves joint plans to re-teach, enrich, and reinforce learning.	The teacher works with colleagues to plan and jointly facilitate learning to meet diverse needs.	The teacher develops positive relationships with colleagues.	The teacher does not work with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.
e. The teacher engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skills of others and to work collaboratively to advance professional practice.	The teacher participates in professional dialogue, peer observation and feedback, peer coaching, and other collegial learning activities.	The teacher engages in professional learning with colleagues to enhance professional practice.	The teacher engages in professional learning to advance his/her own knowledge.	The teacher does not engage in professional learning to enhance knowledge and skill, to contribute to the knowledge and skills of others and to work collaboratively to advance professional practice.

Standard 11: Student Achievement Growth				
Indicator	Exemplary	Proficient	Developing Proficiency	Non-Proficient
a. Student achievement data literacy: evidences foundational knowledge and use of district-, school-, and classroom-level student achievement and growth data.	<p>The teacher demonstrates an advanced knowledge of the interpretation and use of student achievement data.</p> <p>A variety of student achievement data and a variety of techniques are used to interpret student data. Additional data collection methods are used beyond those provided. Data is used to make instructional and other classroom decisions.</p>	<p>The teacher demonstrates a solid knowledge of the interpretation and use of student achievement data.</p> <p>The teacher uses a variety of student achievement data to make instructional and other classroom decisions.</p>	<p>The teacher demonstrates a growing understanding of the interpretation and use of student achievement data. Limited or simple data is used to make instructional and other classroom decisions.</p>	<p>The teacher demonstrates little to no knowledge of the interpretation or use of student achievement data. Data is not used to make instructional and other classroom decisions.</p>
b. Instructional improvement: Teachers apply student achievement data to frame and measure standards-based curricular claims/student learning objectives.	<p>The teacher uses student achievement data as a normal and regular professional practice to measure standards-based curricular claims/student learning objectives. The use of student data results in significant impacts on student learning.</p>	<p>The teacher uses student achievement data to develop and measure curriculum and student learning goals. The use of data to measure student learning goals results in impacts on student learning.</p>	<p>The teacher uses student achievement data to make a few, if any, instructional decisions.</p> <p>Data use results in little or no improvement to student achievement.</p>	<p>The teacher does not apply student achievement data to frame and measure standards-based curricular claims/student learning objectives.</p>
c. Student Growth: Students in the class demonstrate measureable growth and achievement.	<p>Multiple sources of growth or achievement data show evidence of high growth for all or nearly all students.</p>	<p>Multiple sources of growth or achievement data show clear evidence of growth for most students.</p>	<p>Multiple sources of growth or achievement data show some evidence of growth for some students.</p>	<p>Growth or achievement data show no evidence of growth for most students.</p>

Appendix B:

District Teacher Template Evaluation Forms

Enter the “Measure Weighting Percentage” for each standard detail element. Following the evaluation conference and review of evidence, enter the assigned level for each detail element. The Teacher Template equally weights the sub-scales, unless the district consciously elects to weight them differently. In any case, the “Measure Weighting Percentages” must add up to 100 percent.

Standard 1: Learner Development			
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually and within and across the cognitive, linguistic, social , emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Performance Level	Measure Weighting Percentage	Measure Weighted Value
A. Creates developmentally appropriate and challenging learning experiences.		50%	
B. Collaborates with families, colleagues, and other professionals to promote student growth		50%	
Standard 1: Learner Development		100%	
Comments:			
Evidence:			

Enter the “Measure Weighting Percentage” for each standard detail element. Following the evaluation conference and review of evidence, enter the assigned level for each detail element. The Teacher Template equally weights the sub-scales, unless the district consciously elects to weight them differently. In any case, the “Measure Weighting Percentages” must add up to 100 percent.

Standard 2: Learning Differences			
The teacher uses understandings of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Performance Level	Measure Weighting Percentage	Measure Weighted Value
A. Understands individual learner differences.		20%	
B. Designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs.		20%	
C. Allows students different ways to demonstrate learning.		20%	
D. Creates a learning culture that encourages individual learners to persevere and advance.		20%	
E. Incorporates tools of language development into planning and instruction for English language learners.		20%	
Standard 2: Learning Differences		100%	
Comments:			
Evidence:			

Enter the “Measure Weighting Percentage” for each standard detail element. Following the evaluation conference and review of evidence, enter the assigned level for each detail element. The Teacher Template equally weights the sub-scales, unless the district consciously elects to weight them differently. In any case, the “Measure Weighting Percentages” must add up to 100 percent.

Standard 3: Learning Environment			
The teacher works with others to create environments that that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Performance Level	Measure Weighting Percentage	Measure Weighted Value
A. Develops learning experiences that engage and support students.		16.7%	
B. Collaborates with students to establish a positive learning climate.		16.7%	
C. Uses a variety of classroom management strategies to maintain a positive learning environment.		16.7%	
D. Equitably engages students in learning.		16.7%	
E. Extends the learning environment using technology, media, and local and global resources.		16.7%	
F. Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.		16.7%	
Standard 3: Learning Environment		100%	
Comments:			
Evidence:			

Enter the “Measure Weighting Percentage” for each standard detail element. Following the evaluation conference and review of evidence, enter the assigned score for each detail element. The Teacher Template equally weights the sub-scales, unless the district consciously elects to weight them differently. In any case, the “Measure Weighting Percentages” must add up to 100 percent.

Standard 4: Content Knowledge			
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	Performance Level	Measure Weighting Percentage	Measure Weighted Value
A. Knows the content of the discipline and conveys accurate information and concepts.		25%	
B. Demonstrates an awareness of the district curriculum content standards and references them in short- and long-term planning.		25%	
C. Uses multiple representations of concepts that capture key ideas.		25%	
D. Supports students in learning and using academic language accurately and meaningfully.		25%	
Standard 4: Content Knowledge		100%	
Comments:			
Evidence:			

Enter the “Measure Weighting Percentage” for each standard detail element. Following the evaluation conference and review of evidence, enter the assigned level for each detail element. The Teacher Template equally weights the sub-scales, unless the district consciously elects to weight them differently. In any case, the “Measure Weighting Percentages” must add up to 100 percent.

Standard 5: Application of Content			
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Performance Level	Measure Weighting Percentage	Measure Weighted Value
A. Helps learners see relationships across disciplines by making connections between different content areas.		14.3%	
B. Engages learners in applying content knowledge and skills in authentic contexts.		14.3%	
C. Engages learners in identifying and addressing real world problems.		14.3%	
D. Connects learners to local and global resources to gather information about and solve real world problems.		14.3%	
E. Engages learners in learning and applying the critical thinking skills used in the content area.		14.3%	
F. Guides learners in gathering, organizing, and evaluating information and ideas.		14.3%	
G. Engages learners in developing communication skills that support learning in the content area.		14.3%	
Standard 5: Ethics Combined Determination		100%	
Comments:			
Evidence:			

Enter the “Measure Weighting Percentage” for each standard detail element. Following the evaluation conference and review of evidence, enter the assigned level for each detail element. The Teacher Template equally weights the sub-scales, unless the district consciously elects to weight them differently. In any case, the “Measure Weighting Percentages” must add up to 100 percent.

Standard 6: Assessment			
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision-making.	Performance Level	Measure Weighting Percentage	Measure Weighted Value
A. Designs or selects pre-assessments, formative, and summative assessments in a variety of formats.		16.67%	
B. Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback.		16.67%	
C. Adjusts assessment methods and makes appropriate accommodations.		16.67%	
D. Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.		16.67%	
E. Documents student progress and provides descriptive feedback.		16.67%	
F. Understands and practices appropriate and ethical assessment principles and procedures.		16.67%	
Standard 6: Assessment		100%	
Comments:			
Evidence:			

Enter the “Measure Weighting Percentage” for each standard detail element. Following the evaluation conference and review of evidence, enter the assigned level for each detail element. The Teacher Template equally weights the sub-scales, unless the district consciously elects to weight them differently. In any case, the “Measure Weighting Percentages” must add up to 100 percent.

Standard 7: Planning for Instruction			
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	<i>Performance Level</i>	<i>Measure Weighting Percentage</i>	<i>Measure Weighted Value</i>
A. Plans instruction based on the district curriculum content standards.		20%	
B. Individually and collaboratively selects and creates learning experiences that are appropriate.		20%	
C. Differentiates instruction for individuals and groups of students.		20%	
D. Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.		20%	
E. Integrates cross-disciplinary skills into instruction to engage learners purposefully in applying content knowledge.		20%	
Standard 6: Planning for Instruction		100%	
Comments:			
Evidence:			

Enter the “Measure Weighting Percentage” for each standard detail element. Following the evaluation conference and review of evidence, enter the assigned level for each detail element. The Teacher Template equally weights the sub-scales, unless the district consciously elects to weight them differently. In any case, the “Measure Weighting Percentages” must add up to 100 percent.

Standard 8: Instructional Strategies			
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills that apply knowledge in meaningful ways.	<i>Performance Level</i>	<i>Measure Weighting Percentage</i>	<i>Measure Weighted Value</i>
A. Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.		12.5%	
B. Uses appropriate strategies and resources to adapt instruction.		12.5%	
C. Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.		12.5%	
D. Uses a variety of instructional strategies to support and expand each learner’s communication skills.		12.5%	
E. Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.		12.5%	
F. Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspective.		12.5%	
G. Supports content and skill development by using multiple media and technology resources.		12.5%	
H. Uses a variety of questioning strategies to promote engagement and learning.		12.5%	
Standard 8: Instructional Strategies		100%	
Comments:			
Evidence:			

Enter the “Measure Weighting Percentage” for each standard detail element. Following the evaluation conference and review of evidence, enter the assigned level for each detail element. The Teacher Template equally weights the sub-scales, unless the district consciously elects to weight them differently. In any case, the “Measure Weighting Percentages” must add up to 100 percent.

Standard 9: Professional Learning and Ethical Practice			
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Performance Level	Measure Weighting Percentage	Measure Weighted Value
A. Responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.		50%	
B. Engages in meaningful and appropriate professional learning experiences.		50%	
Standard 9: Professional Learning and Ethical Practice		100%	
Comments:			
Evidence:			

Enter the “Measure Weighting Percentage” for each standard detail element. Following the evaluation conference and review of evidence, enter the assigned level for each detail element. The Teacher Template equally weights the sub-scales, unless the district consciously elects to weight them differently. In any case, the “Measure Weighting Percentages” must add up to 100 percent.

Standard 10: Leadership and Collaboration			
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills that apply knowledge in meaningful ways.	<i>Performance Level</i>	<i>Measure Weighting Percentage</i>	<i>Measure Weighted Value</i>
A. Prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects the school and larger educational community.		20%	
B. Participates actively as part of the learning community, sharing responsibility for decision-making and accountability for each student’s learning, and giving and receiving feedback.		20%	
C. Advocates for the learners, the school, the community, and the profession.		20%	
D. Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.		20%	
E. Engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skills of others and to work collaboratively to advance professional practice.		20%	
Standard 10: Leadership and Collaboration		100%	
Comments:			
Evidence:			

Enter the “Measure Weighting Percentage” for each standard detail element. Following the evaluation conference and review of evidence, enter the assigned level for each detail element. The Teacher Template equally weights the sub-scales, unless the district consciously elects to weight them differently. In any case, the “Measure Weighting Percentages” must add up to 100 percent.

Standard 11: Student Achievement Growth Indicator			
An effective teacher supports the academic achievement and growth of every student and values the assessment of student growth, the analysis of data, and the development of student learning objectives that match the expectations of the school’s high standards.	Performance Level	Measure Weighting Percentage	Measure Weighted Value
A. Student achievement data literacy: The teacher evidences foundational knowledge and use of district-, school- and classroom-level student achievement and growth data.		33.3%	
B. Instructional improvement: The teacher applies student achievement data to frame and measure standards-based curricular claims/student learning objectives.		33.3%	
C. Student Growth: Students in the class demonstrate measureable growth and achievement.		33.3%	
Student Achievement Growth Indicator Combined Determination		100%	
Comments:			
Evidence:			

Enter the combined “Measure Weighted Value” for each standard.

Summary Evaluation Form	
This report combines the performance determinations from each of the ten INTASC standards and the standard for student achievement growth.	Performance Level
A. Standard 1: Learner Development	
B. Standard 2: Learning Differences	
C. Standard 3: Learning Environments	
D. Standard 4: Content Knowledge	
E. Standard 5: Application of Content	
F. Standard 6: Assessment	
G. Standard 7: Planning for Instruction	
H. Standard 8: Instructional Strategies	
I. Standard 9: Professional Learning and Ethical Practice	
J. Standard 10: Leadership and Collaboration	
K. Standard 11: Student Achievement Growth	

Appendix C:

Glossary of Terms

360-degree evaluation: A process of receiving feedback from self, supervisors, peers, and subordinates. This is generally completed in a survey format, where results are combined and broken out for comparison purposes.

Combined Determination: One score arrived at by taking the average of all of the scores within a Standard or by combining all of the Standard scores and creating one overall score.

Cumulative Determination: One score that is arrived at by taking the average of all of the Standard scores and combining them. With this approach, a person would get a final overall determination of 3, or 3.3, or Proficient.

Data: Sources of evidence that can be quantified such as student performance scores, percentiles, attendance, graduation rates, extra-curricular participation, or parent attendance at parent teacher conferences, or teacher involvement rates in professional development activities.

Determination Rubric: A rubric used to rate performance that is aligned to four levels of performance: Exemplary, Proficient, Developing Proficiency, and Non-Proficient.

Determination Scores: A rating score written as a number or name such as: Exemplary-4, Proficient-3, Developing Proficiency-2 or Non Proficient-1.

Element Level: Breaking down Standards to skills written as “elements” or indicators. For example: Standard 1 Learner Development, has two skills listed as A and B.

Evaluation (summative): A final summary report evaluation.

Evaluation models: Evaluation systems developed to provide feedback and rate individuals on performance standards.

Evidence: Concrete confirmation of performance behavior, such as minutes from meetings, data from assessments, attendance data from meetings, and observed behavior.

Fidelity: implementing the model as it was designed to be implemented.

Measure Weighted Percentage: A score arrived at by assigning different weights or percentages for different indicators. For example: 20% for A, 30% for B, 20% for C.

Professional Growth Plan (PGP): A document that includes steps to take to increase performance. It can be adjusted as needed, and as agreed upon by both supervisor and teacher.

Self-reflection: Teacher reviews summative report and reflects to determine future goals.

Supervision (formative): A process where feedback is provided during the process of evaluation; sometimes referred to as assessment *for* growth, instead of assessment *of* growth.

Supervisor responsibilities: A list of job responsibilities, generally listed in a job description.

Template Form: A spreadsheet developed for recording determinations (rubric ratings) for each Standard, and, depending on district preference, combining performance determinations for a final summary performance report.

Appendix D:

Examples of Recording Summary Performance

Districts have a number of options when recording and compiling teacher performance level determinations, and are not required to take a particular approach. For example, districts may assign a performance level to each component with or without making a summative determination by assigning one score, rating, or designation to describe overall performance. Districts that choose to make a summative determination may decide to weight each component against which teacher performance is measured (e.g., the ten InTASC standards). Some districts may choose to weight each component equally while other districts may choose to assign more weight to some components than to others. The examples that follow illustrate various scenarios for recording performance levels and creating a summary performance report.

Example 1: No Summative Performance Level

District A records teacher performance for five components but does not combine these designations in any way to obtain one overall performance level (i.e., one score, rating, or performance designation). The performance levels for the five components are not averaged or weighted. No summative performance level is determined.

Table E.1 Individual Determinations for Each Standard/Component without Summative Determination

Determination by Individual Component – No Summative Determination	
Standard/Component A	Proficient
Standard/Component B	Developing Proficient
Standard/Component C	Proficient
Standard/Component D	Proficient
Standard/Component E	Exemplary

Example 2: All Components Are Weighted Equally to Obtain a Summative Performance Level

District B records teacher performance on five components. Each of the components has equal weight in determining a teacher's summative performance level.

Table E.2 Equal Weighting of Standards/Components

Equal Weighting Against Model Standards/Components	
Standard/Component A	20 %
Standard/Component B	20 %
Standard/Component C	20 %
Standard/Component D	20 %
Standard/Component E	20 %

To calculate a teacher's summative performance level, the district would multiply the teacher's performance level for each component by the assigned weight for that component. For example, suppose a teacher received the performance levels shown in Table E.3 and each component is weighted at 20%. The performance level for each component is multiplied by 0.2 to calculate the weighted value. The total weighted value is 3.2. The teacher's summative performance level would be 3.2, which falls in the proficient range on a four point scale where 4 represents exemplary performance, 3 proficient, 2 developing proficient, and 1 non-proficient.

Table E.3 Summative Performance Level with Equal Weights for Components

Standard/Component	Performance Level	Weight	Value
A	4	.2	.8
B	4	.2	.8
C	3	.2	.6
D	3	.2	.6
E	2	.2	.4
Total Value			3.2

Example 3: Unequal Weighting of Components to Obtain Summative Performance Level

District C records teacher performance on five components. Some components are weighted more heavily than others in determining a teacher's summative performance level (see Table E.4).

Table E.4 Unequal Weighting of Standards/Components

Unequal Weighting Against Model Standards/Components	
Standard/Component A	20 %
Standard/Component B	30 %
Standard/Component C	30 %
Standard/Component D	10 %
Standard/Component E	10 %

To calculate a teacher's summative performance level, the district would multiply the performance level for each component by the weight assigned to that component. In the example that follows (Table E.5), the total weighted value is 3.4, which falls in the proficient range on a four point scale where 4 represents exemplary performance, 3 proficient, 2 developing proficient, and 1 non-proficient.

Table E.5 Summative Performance Level with Unequal Weighting of Components

Standard/Component	Performance Level	Weight	Value
A	4	.2	0.8
B	4	.3	1.2
C	3	.3	0.9
D	3	.1	0.3
E	2	.1	0.2
Total Value			3.4

Note: If districts use labels (e.g., exemplary, proficient) when they assign a performance level to each component, then they will need to make decisions about how to determine a summative performance level. One way to do this is to assign a point value to each performance level (e.g., proficient = 3 points). Then the procedure is the same as described in examples 2 and 3. Another approach is to take a holistic view. For example, if most of the teacher's performance levels for the components are "proficient," then the summative performance is "proficient." Districts might also decide that some components are more important than others and teachers must receive a "proficient" performance level in those components in order to receive an overall designation of "proficient" performance.

Appendix E:

Resources for Teacher Evaluation Template

Resources: PTESS Committee

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Resources: ESEA Reauthorization Subcommittee on Teacher and Principal Evaluation Systems

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